

Teacher(s): Johnson

Subject: World History

Week of: Aug 28 – Sep 1, 2017 Week: 4

| DAY | PRE-PLANNING | AGENDA | INSTRUCTIONAL STRATEGIES | ASSESSMENT |
|------|--|--|--|---|
| Mon | Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews. | Do Now: Guided Instruction (<i>We do</i>)- What is the Jewish religion called? Opening: Focused Instruction (<i>I do</i>)- Introduce the SGM element Work Session: Guided Instruction (<i>We do</i>)- discuss the PPT on monotheism and Hebrew concepts Independent Learning (<i>You do alone</i>)- complete the map exercise from the Nystrom Atlas OR Collaborative Learning (<i>You do together</i>)- complete the map exercise from the Nystrom Atlas Closing: Guided Instruction (<i>We do</i>)- What are the basic tenants of Judaism called? Home Learning: Study for Test 1-1; GSE WH 1 on Friday | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> PPT Atlas work | Formative: Teacher Observation Q&A Atlas worksheets |
| | Purpose: To introduce the students to the idea of monotheism and how it was developed under the Hebrews | | | Summative: |
| Tues | Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. d. Identify the Bantu migration patterns and contribution to settled agriculture. | Do Now: Guided Instruction (<i>We do</i>)- What continent would you find Bantu peoples? Opening: Focused Instruction (<i>I do</i>)- Introduce the SGM element Work Session: Guided Instruction (<i>We do</i>)- discuss the PPT on Bantu migration pattern and agricultural contribution Independent Learning (<i>You do alone</i>)- complete the map exercise from the Nystrom Atlas OR Collaborative Learning (<i>You do together</i>)- complete the map exercise from the Nystrom Atlas Closing: Guided Instruction (<i>We do</i>)- What was the Bantu agricultural method called? Home Learning: Study for Test 1-1; GSE WH 1 on Friday | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> PPT Atlas work | Formative: Teacher Observation Q&A Atlas worksheets |
| | Purpose: To introduce the students to the importance of the Bantu peoples in central and southern Africa | | | Summative: |
| Weds | Standard(s): SSWH 1-22 | Do Now: Guided Instruction (<i>We do</i>)- Sign in to Canvas system for test Opening: Focused Instruction (<i>I do</i>)- explain testing procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete SGM for World History; report test score to me for records Closing: Guided Instruction (<i>We do</i>)- restate reason for exam and that it will be given again at the end of the semester Home Learning: Study for Test 1-1; GSE WH 1 on Friday | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Canvas platform | Formative: Teacher Observation Q&A SGM |
| | Purpose: To determine student knowledge to compare against level of learning when retested at the end of the year | | | Summative: |

| | | | | |
|-------|---|--|--|---|
| Thurs | Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. e. Explain the rise of the Olmecs. | Do Now: Guided Instruction (<i>We do</i>)- Who were the first known civilization builders in Mesoamerica? Opening: Focused Instruction (<i>I do</i>)- introduce the SGM element Work Session: Guided Instruction (<i>We do</i>)- discuss the PPT on the Olmec civilization Independent Learning (<i>You do alone</i>)- complete the map exercise from the Nystrom Atlas OR Collaborative Learning (<i>You do together</i>)- complete the map exercise from the Nystrom Atlas Closing: Guided Instruction (<i>We do</i>)- What is most remembered from the Olmec? Home Learning: Study for Test 1-1; GSE WH 1 on Friday | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> PPT Atlas work | Formative: Teacher Observation Q&A Atlas worksheets |
| | Purpose: To introduce the students to the Olmec culture and its impact on the cultures that followed in Mesoamerica | | | Summative: |
| Fri | Standard(s): SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. (all elements; a – e) | Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study for test Opening: Focused Instruction (<i>I do</i>)- explain testing procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete Test 1-1 on GSE WH 1 Then turn in designated class work for a grade (3 atlas worksheets from this week) Closing: Guided Instruction (<i>We do</i>)- What parts of the test gave you the most problem? Why? Home Learning: | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: Classwork turn in |
| | Purpose: To provide the students an opportunity to validate what they have learned of these early civilizations | | | Summative: Test 1-1 (WH 1) |